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STATE.	Length of Session in Months.	Number of Years in High School.	Length of Recitation Period in Minutes.	Algebra, Number of Years Taught.	Geometry, Number of Years Taught.	Rhetoric, Number of Years Taught.	General History, Number of Years Taught.	Latin, Number of Years Taught.	Greek, Number of Years Taught.	What Sciences are Taught?	What Facilities in the Way of Apparatus?	Does School Course Prepare for the Freshman Class of Leading State Universities?
<i>Alabama</i> — Twelve schools. Two others made statements, but sent no statistics.	9 <sup>11</sup> 8 <sup>1</sup> (1)	4 <sup>3</sup> 3 <sup>5</sup> 2 <sup>3</sup> 1 <sup>1</sup>	40 <sup>3</sup> 30 <sup>9</sup>	3 <sup>5</sup> 2 <sup>4</sup> 1.5 <sup>1</sup> 1 <sup>1</sup> Bk. <sup>1</sup>	3 <sup>1</sup> 2 <sup>3</sup> 1.5 <sup>1</sup> 1 <sup>7</sup>	3 <sup>3</sup> 2 <sup>4</sup> 1 <sup>3</sup> 0 <sup>2</sup>	2 <sup>2</sup> 1 <sup>8</sup> 0 <sup>2</sup>	5 <sup>1</sup> 4 <sup>3</sup> 3 <sup>5</sup> 2 <sup>2</sup> 0 <sup>1</sup>	2 <sup>4</sup> 0 <sup>8</sup>	Physics <sup>10</sup> Physiology <sup>8</sup> Botany <sup>6</sup> Zoology <sup>3</sup> Geology <sup>3</sup> Chemistry <sup>4</sup>	Fairly good <sup>3</sup>	Yes No
<i>Arkansas</i> — Nine schools. Two others answered, but sent no statistics.	10 <sup>1</sup> 9 <sup>5</sup> 8 <sup>3</sup>	4 <sup>2</sup> 3 <sup>7</sup>	45 <sup>2</sup> 40 <sup>4</sup> 30 <sup>3</sup>	4 <sup>1</sup> 2.5 <sup>1</sup> 2 <sup>7</sup>	2 <sup>1</sup> 1 <sup>6</sup> 0 <sup>2</sup>	2 <sup>2</sup> 1 <sup>6</sup> .5 <sup>1</sup>	2 <sup>1</sup> 1 <sup>6</sup> 0 <sup>1</sup>	4 <sup>3</sup> 3 <sup>3</sup> 2 <sup>3</sup>	0 <sup>9</sup>	Physics <sup>9</sup> Physiology <sup>7</sup> Chemistry <sup>3</sup> Botany <sup>3</sup> Geology <sup>2</sup> Astronomy <sup>1</sup>	Fairly good <sup>2</sup>	Yes No
<i>Florida</i> — Eleven schools.	9 <sup>1</sup> 8 <sup>9</sup> 7 <sup>1</sup>	5 <sup>1</sup> 4 <sup>8</sup> 3 <sup>2</sup>	45 <sup>3</sup> 40 <sup>1</sup> 35 <sup>1</sup> 30 <sup>2</sup> Bk. <sup>4</sup> (2)	3 <sup>2</sup> 2 <sup>7</sup> 1.5 <sup>1</sup> Bk. <sup>1</sup>	2 <sup>5</sup> 1.5 <sup>4</sup> 1 <sup>1</sup> Bk. <sup>1</sup>	3 <sup>1</sup> 2.5 <sup>1</sup> 2 <sup>4</sup> 1 <sup>4</sup> Bk. <sup>1</sup>	3 <sup>1</sup> 2 <sup>2</sup> 1.5 <sup>1</sup> 1 <sup>4</sup> 0 <sup>3</sup>	4 <sup>8</sup> 3 <sup>2</sup> 1 <sup>1</sup>	2 <sup>1</sup> 0 <sup>10</sup>	Physics <sup>11</sup> Physiology <sup>9</sup> Chemistry <sup>8</sup> Botany <sup>6</sup> Zoology <sup>6</sup> Geology <sup>2</sup> Astronomy <sup>2</sup>	Good <sup>2</sup> Fair <sup>2</sup> Poor <sup>4</sup> None <sup>3</sup>	Yes Bk.
<i>Georgia</i> — Eight schools.	9 <sup>8</sup>	4 <sup>3</sup> 3 <sup>5</sup>	60 <sup>1</sup> 45 <sup>1</sup> 40 <sup>3</sup> 30 <sup>3</sup>	4 <sup>1</sup> 3 <sup>2</sup> 2 <sup>4</sup> Bk. <sup>1</sup>	2 <sup>3</sup> 1.5 <sup>1</sup> 1 <sup>3</sup> Bk. <sup>1</sup>	4 <sup>1</sup> 2 <sup>4</sup> 1.5 <sup>1</sup> 1 <sup>1</sup> Bk. <sup>1</sup>	3 <sup>1</sup> 2 <sup>3</sup> 1 <sup>3</sup> Bk. <sup>1</sup>	4 <sup>2</sup> 3 <sup>5</sup> Bk. <sup>1</sup>	2 <sup>2</sup> 1 <sup>1</sup> 0 <sup>5</sup>	Physics <sup>7</sup> Physiology <sup>4</sup> Chemistry <sup>6</sup> Botany <sup>2</sup> Astronomy <sup>2</sup>	Good <sup>5</sup> Poor <sup>2</sup> None <sup>1</sup>	Yes
<i>Louisiana</i> — Ten schools. Two others sent answers, but not full statistics.	10 <sup>1</sup> 9 <sup>6</sup> 8.5 <sup>1</sup> 8 <sup>2</sup> 6 to 8 <sup>1</sup>	4 <sup>3</sup> 3 <sup>7</sup> several <sup>1</sup>	40 <sup>1</sup> 35 <sup>1</sup> 30 <sup>4</sup> 25 <sup>2</sup> Bk. <sup>2</sup>	3 <sup>1</sup> 2 <sup>6</sup> 0 <sup>1</sup> Bk. <sup>2</sup>	2 <sup>3</sup> 1 <sup>4</sup> 0 <sup>1</sup> Bk. <sup>2</sup>	2 <sup>1</sup> 1 <sup>6</sup> 0 <sup>1</sup> Bk. <sup>2</sup>	2 <sup>4</sup> 1 <sup>2</sup> .5 <sup>1</sup> 0 <sup>1</sup> Bk. <sup>2</sup>	4 <sup>1</sup> 3.5 <sup>1</sup> 3 <sup>5</sup> 2 <sup>2</sup> 0 <sup>1</sup>	0 <sup>10</sup>	Physics <sup>9</sup> Physiology <sup>7</sup> Chemistry <sup>3</sup> Botany <sup>5</sup> Zoology <sup>1</sup>	Good <sup>1</sup> Fair <sup>3</sup> None <sup>6</sup>	Yes
<i>Mississippi</i> — Statistics from sixty-eight schools. See note 4.	9 <sup>53</sup> 8.5 <sup>2</sup> 8 <sup>11</sup> 7 <sup>2</sup>	4 <sup>9</sup> 3 <sup>51</sup> 2 <sup>7</sup> 1 <sup>1</sup>	45 <sup>6</sup> 40 <sup>16</sup> 37.5 <sup>1</sup> 35 <sup>11</sup> 30 <sup>33</sup> 25 <sup>1</sup>	3 <sup>18</sup> 2.5 <sup>5</sup> 2 <sup>38</sup> 1 <sup>7</sup>	2 <sup>3</sup> 1.5 <sup>1</sup> 1 <sup>61</sup> 0 <sup>3</sup>	1 <sup>61</sup> .5 <sup>3</sup> 0 <sup>4</sup>	1 <sup>39</sup> 0 <sup>26</sup> English History <sup>3</sup>	4 <sup>11</sup> 3 <sup>49</sup> 2 <sup>7</sup> 1 <sup>1</sup>	3 <sup>2</sup> 2 <sup>15</sup> 1 <sup>16</sup> Optional. <sup>8</sup> No students last session. 0 <sup>27</sup>	Physics <sup>68</sup> Physiology <sup>68</sup> Chemistry <sup>3</sup> Botany <sup>4</sup> Zoology <sup>3</sup>	Good <sup>6</sup> Poor <sup>25</sup> Practically none <sup>37</sup>	Yes No
<i>North Carolina</i> — Ten schools.	9 <sup>6</sup> 8.5 <sup>1</sup> 8 <sup>2</sup> 7 <sup>1</sup>	4 <sup>1</sup> 3 <sup>8</sup> 2.5 <sup>1</sup>	60 <sup>1</sup> 45 <sup>4</sup> 40 <sup>2</sup> 30 <sup>3</sup>	3 <sup>5</sup> 2 <sup>4</sup> 1 <sup>1</sup>	1 <sup>8</sup> .5 <sup>1</sup> 0 <sup>1</sup> Bk. <sup>1</sup>	3 <sup>1</sup> 2 <sup>5</sup> 1 <sup>2</sup> 0 <sup>1</sup> Bk. <sup>1</sup>	2 <sup>1</sup> 1 <sup>8</sup> .5 <sup>1</sup>	4 <sup>3</sup> 3.5 <sup>1</sup> 3 <sup>5</sup> 2.5 <sup>1</sup>	2 <sup>1</sup> 0 <sup>9</sup>	Physics <sup>7</sup> Physiology <sup>5</sup> Chemistry <sup>4</sup> Botany <sup>4</sup> Manual Training <sup>1</sup>	Good <sup>2</sup> Fair <sup>2</sup> Poor <sup>2</sup> None <sup>3</sup> Bk. <sup>2</sup>	Yes Not q
<i>South Carolina</i> — Twelve schools. (5)	9 <sup>12</sup>	6 <sup>1</sup> 4 <sup>3</sup> 3 <sup>8</sup>	50 <sup>1</sup> 45 <sup>7</sup> 35 <sup>2</sup> 30 <sup>2</sup>	4 <sup>2</sup> 3 <sup>6</sup> 2 <sup>4</sup>	2 <sup>2</sup> 1 <sup>9</sup> 0 <sup>1</sup>	4 <sup>1</sup> 2 <sup>5</sup> 1 <sup>6</sup>	3 <sup>1</sup> 2 <sup>6</sup> 1.5 <sup>1</sup> 1 <sup>4</sup>	4 <sup>4</sup> 3 <sup>7</sup> 2 <sup>1</sup>	2 <sup>1</sup> 1 <sup>1</sup> 0 <sup>10</sup>	Physics <sup>11</sup> Physiology <sup>6</sup> Chemistry <sup>3</sup> Astronomy <sup>1</sup>	Good <sup>2</sup> Fair <sup>4</sup> Poor <sup>2</sup> None <sup>2</sup> Bk. <sup>2</sup>	Yes
<i>Texas</i> — Eleven schools.	9 <sup>9</sup> 8 <sup>2</sup>	4 <sup>7</sup> 3 <sup>4</sup>	50 <sup>1</sup> 45 <sup>6</sup> 40 <sup>2</sup> Bk. <sup>2</sup>	4 <sup>1</sup> 2.5 <sup>4</sup> 2 <sup>4</sup> 1.5 <sup>2</sup>	2 <sup>3</sup> 1.5 <sup>5</sup> 1 <sup>3</sup>	4 <sup>2</sup> 3 <sup>4</sup> 2 <sup>3</sup> 1 <sup>2</sup>	3 <sup>2</sup> 2.5 <sup>1</sup> 2 <sup>3</sup> 1.5 <sup>1</sup> 1 <sup>3</sup> 0 <sup>1</sup>	5 <sup>1</sup> 4 <sup>5</sup> 3.5 <sup>1</sup> 3 <sup>4</sup>	3 <sup>1</sup> 2 <sup>2</sup> 0 <sup>8</sup>	Physics <sup>11</sup> Physiology <sup>10</sup> Chemistry <sup>6</sup> Botany <sup>7</sup> Zoology <sup>5</sup>	Good <sup>6</sup> None <sup>1</sup> Bk. <sup>4</sup>	Yes
<i>Virginia</i> — Seven schools.	10 <sup>2</sup> 9.5 <sup>1</sup> 9 <sup>4</sup>	4 <sup>6</sup> 3 <sup>1</sup>	60 <sup>1</sup> 40 <sup>3</sup> 30 <sup>2</sup> Bk. <sup>1</sup>	3 <sup>1</sup> 2.5 <sup>2</sup> 2 <sup>1</sup> 1.5 <sup>1</sup> Bk. <sup>2</sup>	3 <sup>1</sup> 2 <sup>3</sup> 1 <sup>2</sup> Bk. <sup>1</sup>	3 <sup>1</sup> 2 <sup>3</sup> 1 <sup>2</sup> Bk. <sup>1</sup>	3 <sup>1</sup> 2 <sup>1</sup> 1.5 <sup>2</sup> 1 <sup>2</sup> Bk. <sup>1</sup>	4 <sup>5</sup> 3 <sup>1</sup> Bk. <sup>1</sup>	2 <sup>1</sup> 0 <sup>5</sup> Bk. <sup>1</sup>	Physics <sup>7</sup> Physiology <sup>4</sup> Chemistry <sup>5</sup> Botany <sup>4</sup> Zoology <sup>2</sup> Astronomy <sup>1</sup>	Good <sup>4</sup> Fair <sup>1</sup> Limited <sup>1</sup> Poor <sup>1</sup>	Yes

(1) The exponents in smaller figures represent the number of schools; *i. e.*, 9<sup>11</sup> in the first column indicates that eleven of the schools sending answers from Alabama have a nine-months school term; physics,<sup>10</sup> in tenth column, indicates that ten of the schools teach physics, etc.

(2) Bk. stands for "blank," indicating that a school failed to answer, *i. e.*, Bk. 4 in the third column indicates that three schools from Florida failed to give the length of their recitation periods.

(4) The answers. C facts in referer versity of Mi (a) It is

What Facilities in the Way of Apparatus?	Does School Course Prepare for the Fresh. Class of Leading State Colleges?	Do Your Students Enter College on Your Certificate or by Examination?	How Many Graduates in 1902?	What Per Cent. of Loss in Class of 1902 from 1899 to 1902?	How Many of the Class of 1902 went to the Preparatory Departments of Colleges or Universities from Lower Grades?	What is the Yearly Salary of the Principal?	What is the Average Yearly Salary of the High-School Teachers?	For How Many Years are Principals and High-School Teachers Elected?	Names of Towns or Cities in Which the Schools Answering are Located.
Fairly good <sup>3</sup>	Yes <sup>11</sup> No <sup>1</sup>	Cert. <sup>9</sup> usually Cert. <sup>1</sup> Exam. <sup>2</sup>	70 from 11 schools 20 from school with 1 year high school	Average, 75 %	29 from 6 schools None <sup>2</sup> Bk. <sup>4</sup>	Average, \$944  (3)	Average, \$460	3 <sup>1</sup> 2 <sup>4</sup> 1 <sup>7</sup>	Eufaula, Gadsen, Troy, Birmingham, Tusculmbia, Union Springs, New, Decatur, Dothan, Columbia, Opelika, Huntsville, Anniston.
Fairly good <sup>2</sup>	Yes <sup>7</sup> No <sup>2</sup>	Cert. <sup>6</sup> Exam. <sup>3</sup>	Total, 62	Average, 72 %	28 from 4 schools Bk. <sup>5</sup>	Average, \$933	Average, \$550	1 <sup>9</sup>	El Dorado, Conway, Amity Van Buren, Lonoke, Batesville, Texarkana, Pine Bluff, Clarksville, Magazine (new school), Berryville (private).
Good <sup>2</sup> Fair <sup>2</sup> Poor <sup>4</sup> None <sup>3</sup>	Yes <sup>10</sup> Bk. <sup>1</sup>	Cert. <sup>8</sup> Exam. <sup>3</sup>	Total, 72	Average, 77 %	34 from 6 schools Bk. <sup>5</sup>	Average, \$892	Average, \$550	1 <sup>11</sup>	Monticello, Brooksville, Lakeland, Bartow, Starke, Tampa, Ocala, Osceola, Jacksonville, Palatka, Green Cove Spring.
Good <sup>5</sup> Poor <sup>2</sup> None <sup>1</sup>	Yes <sup>8</sup>	Cert. <sup>5</sup> Exam. <sup>1</sup> Both <sup>2</sup>	Total, 169	Average, 76 %	7 from 3 schools Bk. <sup>5</sup>	Average, \$1,475	Average, \$795	1 <sup>8</sup>	Atlanta, Girls' High School, Americus, Waycross, Griffin, Savannah, Sandersville, Columbus, Madison.
Good <sup>1</sup> Fair <sup>3</sup> None <sup>6</sup>	Yes <sup>10</sup>	Cert. <sup>6</sup> Exam. <sup>4</sup>	Total, 48	Average, 74% from 4 schools Bk. <sup>6</sup>	26 from 5 schools Bk. <sup>5</sup>	Average, \$1,030	Average, \$509	2 <sup>1</sup> 1 <sup>9</sup>	Lake Charles, Winnsboro, Monroe, Minden, Bastrop, Hammond, Cheneyville, Mansfield, Shreveport, Donaldsonville, Haughton, Lafayette.
Good <sup>6</sup> Poor <sup>25</sup> Practically none <sup>37</sup>	Yes <sup>59</sup> No <sup>9</sup>	Cert. <sup>59</sup> Exam. <sup>9</sup>	225 from 30 schools	Average, 65 % from 32 schools	130 from 30 schools	Average, \$918 from 32 schools	Average, \$393 from 32 schools	3 <sup>14</sup> 1 <sup>54</sup>	See list of affiliated public high schools of the University of Mississippi, and in addition thereto — Hickory, Pickens, Eupora, Ocean Springs, Gulf Port, Edwards, Scooba, Potts Camp, Columbus.
Good <sup>2</sup> Fair <sup>2</sup> Poor <sup>2</sup> None <sup>3</sup> Bk. <sup>2</sup>	Yes <sup>9</sup> Not quite <sup>1</sup>	Cert. <sup>6</sup> Exam. <sup>4</sup>	118 from 8 schools	Average, 60 %	58 from 5 schools None <sup>1</sup> Bk. <sup>4</sup>	Average, \$915	Average, \$370	1 <sup>10</sup>	Durham, Wilson, Concord, Reidsville, Asheville, Newbern, Goldsboro, Greenboro, Henderson, Burlington.
Good <sup>2</sup> Fair <sup>4</sup> Poor <sup>2</sup> None <sup>2</sup> Bk. <sup>2</sup>	Yes <sup>12</sup>	Cert. <sup>10</sup> Both <sup>2</sup>	Total, 194	Average, 63 %	48 from 7 schools None <sup>1</sup> Blank <sup>4</sup>	Average, \$883	Average, \$451	3 <sup>1</sup> Good behavior, <sup>1</sup> 1 <sup>10</sup>	Yorkville, Charleston, Sumter, Newberry, Orangeburg, Greenwood, Chester, Camden, Greenville, Spartanburg, Lancaster, Anderson.
Good <sup>6</sup> None <sup>1</sup> Bk. <sup>4</sup>	Yes <sup>11</sup>	Cert. <sup>11</sup>	Total, 307	Average, 64 %	33 from 3 schools Blank <sup>8</sup>	Average, \$1,185	Average, \$790	1 <sup>11</sup>	Palestine, Sherman, Paris, Corpus Christi, Gainesville, Corsicana, Austin, Dallas, Marshall, Houston (2 schools).
Good <sup>4</sup> Fair <sup>1</sup> Limited <sup>1</sup> Poor <sup>1</sup>	Yes <sup>7</sup>	Cert. <sup>6</sup> Exam. <sup>1</sup>	Total, 80	Average, 70 %	19 from 4 schools Blank <sup>3</sup>	Average, \$1,145	Average, \$709	1 <sup>7</sup>	Newport News, Norfolk, Portsmouth, Stanton, Lynchburg, Roanoke, Harrisonburg. Several private schools sent answers.

(4) The questions to the Mississippi high-school principals were sent out last May, and thirty-nine answered. Of this number only thirty answered all questions. I have been able to obtain some of the facts in reference to other schools from the records of the "Committee on Affiliated Schools" of the University of Mississippi. No records of salaries or attendance are kept by this committee.  
(5) It is regretted that there are no answers from Tennessee. Illness prevented the State Superintendent.

## ATHLETIC CONTROL IN SCHOOL AND COLLEGE.<sup>1</sup>

W. L. DUDLEY,  
Vanderbilt University.

"THE principal object of education is to prepare young men to be better citizens," is a thought which frequently emanates from the college rostrum. This idea seems to be acquired very soon after the youthful mind begins to take a serious view of life. The truth of the statement is admitted by all, but unfortunately the knowledge gained by education is too often applied to citizenship by the individual himself, unaided by any suggestion of a practical nature from his preceptor. The student is abundantly supplied with lectures and talks on morals, but beyond the injunction that he must not cheat on examination no very concrete applications of honesty are given him during his college courses. Man has an impressible and an imitative nature; his standard of right and wrong is variable and depends upon environment. No matter what his principles may be, the average man will act, sooner or later, according to the prevailing sentiment of his associates. For this reason our college men should be directed along right lines in every phase of college life in such a way as to make them independent and self-reliant.

The development of athletics has progressed to such an extent during the past few years that manly sport now plays a prominent part in college life. It has come so rapidly into the horizon that many of our older college officers have failed to recognize it as anything but an untimely and undesirable interloper unworthy of consideration as a useful adjunct to college life. This is unfortunate, because athletic sport may be made a powerful factor in the physical and moral development of youth. The average instructor or professor naturally prefers to devote himself exclusively to his work in the classroom or laboratory for which he has been specifically employed, and which in most institutions more than consumes his time and strength; but this is only a portion of his duty. He may not be a man who can adapt himself to close social intercourse with the student, but every teacher should in some way, in the faculty or out of it, devote more or less of his time and thought to affairs that will prove helpful

<sup>1</sup> Read at the annual meeting of the Association of Colleges and Preparatory Schools of the Southern States, the University of Mississippi, November, 1902.

in forming character by instilling proper ideals into the minds of the young. An instructor who cannot or will not do this is not fitted for a position as a college or school officer, although such an one who is a profound scholar might fulfil a mission in a university where he has to deal only with postgraduates; nevertheless even there his worth as teacher would be largely discounted.

The value of athletic sport under proper control in college life may be summed up in part as follows :

It affords physical development to the great mass of students as well as to the members of the teams, by arousing an ambition to be strong and sturdy, thus encouraging physical exercise in all of its phases. It teaches the whole student body the proper control of temper under stress. It furnishes recreation of a fatiguing character which reduces to a minimum the desire for forms of amusement which lead to the unlimited waste of time and money, if nothing more. Intercollegiate sport arouses college loyalty as nothing else can, and it successfully puts at rest all distracting and hurtful dissensions. It teaches honesty and generosity, which are terms synonymous with sportmanship, in dealing with rivals.

If this be true, then surely athletics should be encouraged ; and it is true, but only when athletics are directed along the proper lines. If this be true, the questions involved are too great and too complex to be committed to the unguided hands of the students. The faculty must aid in their management, and, if it does not, none of the benefits enumerated will be secured ; thus uncontrolled, the influence of college athletics will be bad, wholly bad, with not one redeeming feature.

If it be necessary to show that student management of athletics is disastrous, an occurrence which took place at Vanderbilt University last spring may be cited. A baseball team of a college from another state had agreed to play under the laws of the Southern Intercollegiate Athletic Association. The manager brought a list of his players, properly certified by the president of the institution which the team represented. At the end of the first game it was learned that one of the players was not the person he purported to be. The manager stated positively that he was as represented, but investigation proved that he had not told the truth. He afterward expressed regret that he had "had to lie" and added incidentally "that all of the team had agreed to lie in case the identity of the man was questioned." It developed later that a second man on the team was playing under another's name.

The manager had gone from his college town with a *bona fide* team properly certified, but he had left two of his men in a nearby village and recruited two aliens who assumed the names of the discarded students. The manager was a young man of excellent family, who had all the external evidences of being a gentleman, but he had fallen a victim to the lax system of athletic morals of his college, and at least twelve of his associates had absorbed the taint.

The public expect that every act and every event connected with an institution of learning shall be conducted on a high moral plane, and in fact they have a right to demand that it be so. The faculty is held responsible in the public mind for its own acts, and for those of the students. The faculty is the responsible head of an institution of learning, and if it is considerate, just, and firm, will soon have a body of students to deal with who possess the same qualities. Observation leads one to the conclusion that when the student body is riotous, rebellious, or dishonest in athletics, the members of the faculty are for some cause failing wisely to concern themselves with the things that appeal most strongly to the students as a whole.

If a student cheats on examination or is guilty of some other flagrant breach of morals, the faculty promptly condemns him and he must go. If a body of students surreptitiously puts a player, who is not a matriculate, on the college baseball team and thus cheat another college, what then? If a student cheats on an examination and he is not condemned and dismissed, is not the faculty condemned by the student body and the public as well? If an alleged athlete plays on a team, is not the faculty also condemned? The students may not talk of it, and the sensational reporter may not write it, but a faculty that permits such a breach of morals will not command the respect a faculty should receive from either the students or the public. The public is not satisfied with the excuse, "The faculty does not concern itself with athletics; that is an affair of the students."

When a college team is charged with playing an improper person; when gossip of athletic dishonesty is rife among student bodies; or when unseemly quarrels between colleges over athletic contests find expression in the public prints, it is not enough for the faculty to announce that they do not interfere with the affairs of the students. Such things are not "affairs of the students," and the public is not satisfied with this attempt to shift responsibility. Athletic teams represent the college; they bear its name, and their doings reflect credit or discredit on the institution and on those whom the public are told

through its literature are its guiding officers. Suppose an athletic team composed of persons not connected with the college should assume the name of the institution, would its authorities be slow in notifying the public that the name was usurped ?

Experience has shown that when faculties take this position they are beset with the same motive which possesses most young students, that is, to win at all hazards; or that they have not studied the question of athletics carefully; or that they are too partisan to view the great question of amateur sport in a clear and sportsmanlike light. Young men may be excused for contracted views, but teachers should train themselves out of narrow paths. A college president said to me a short time ago that, while he believed the faculty should maintain careful supervision over athletics, yet it was a question which sometimes vexed him very much, as it caused the most lengthy and acrimonious discussions which were had at the faculty meetings. There were questions of eligibility over which the faculty split hairs. They did not seem to realize that unless a student was clearly eligible he should not be permitted to represent the institution on any team. The faculty would not have done anything else in which their honor or that of the institution was liable to be questioned in the slightest degree, and yet it would quibble over athletic ethics. And for what? The outcome of some game. When faculties bandy moral and ethical questions about, seeking some sophistical argument or technicality to justify a breach of the spirit, if not the letter, of the law, what can be expected of the student body? Interest in a contest which is liable to warp men's mental vision, is an explanation, but no excuse. But why should grown men appointed to guide youth and accustomed to sit in a judicial capacity allow themselves to forget that they should act as impartial judges when a question of athletics is involved ?

We must admit that it is difficult for men to get away from their environment and the man who rises above it is likely to be misunderstood. If a college professor decides a question of athletics upon high ethical grounds, and the decision removes some Titan from the field, he is liable to incur the displeasure of the multitude until the masses become educated. This refinement of athletic morals will not require much time nor many righteous decisions, but in any case differences of opinions are likely to arise where the personality of the athlete in question enters it. Thus strictly just decisions are difficult to reach.

This point may be illustrated by citing two cases where the question involved the violation of the law against professionalism which

forbids anyone playing who has received money or compensation either directly or indirectly for his athletic services.

*Case 1.*—A student had played summer baseball and received \$5 per game for his services. He held a position as clerk in a store during the summer and, when he left the store to play, his wages ceased for the time he was absent. He was declared a professional according to the law cited above, and the decision was protested on the ground that he was a poor boy who needed the money to pay his way through college; that he played simply because he loved the game; that he was not benefited financially by playing, for, had he remained in the store, he would have received the same amount of compensation; and that he could not afford to play and lose his salary. In other words, it was contended that he was not playing for money, but the baseball club was simply paying his salary for working in the store. Yet, in reality, he was playing baseball.

*Case 2.*—A student played summer baseball and clerked in a store. When he was absent, he was obliged to employ a clerk to substitute for him in the store. He received money for playing in sufficient amount to pay for the services of the substitute in the store. He was declared a professional, and the decision in Case 1 was cited as a precedent. The faculty committee wrote that they did not consider the cases parallel in any respect, and they objected to the action. A long correspondence followed with one of the faculty, and he could not be convinced that the decision was right, until it was explained that, according to the interpretation for which he contended, no player need ever become a professional, as shown by the following hypothetical case: Suppose a baseball player should obtain a position as a clerk in a store and, with the consent of his employer, engage a substitute who permanently filled the place. In the meantime, the athlete joins a baseball team and plays regularly, but the baseball manager pays the clerk's salary and the merchant pays the athlete's salary. Thus, according to the interpretation of the faculty committee, the clerk who did not play ball would become a professional athlete, and the athlete would be simply a clerk.

This condition of affairs is easily remedied by having a committee of gentlemen representing various colleges whose duty it is to decide all cases of eligibility according to certain rules which have been mutually agreed upon. In this way only can uniformity of interpretation of law be reached; in this way all acrimonious and tedious discussion over athletic matters in faculty meetings can be dispensed with, and



in this way all estrangement between the students and the faculty can be avoided. If this committee is composed of five members representing as many institutions, their decisions will always be just and according to law. It may happen that one or even two of the committee may be interested parties, but in either case the majority of the committee will be wholly disinterested.

Eight years ago an organization, now composed of about twenty colleges and universities, was formed in the South, known as the Southern Intercollegiate Athletic Association, which, from a small beginning, has gradually grown stronger until its influence is now felt over most of the southern territory. This association meets annually, but its affairs are controlled and its laws are enforced, *ad interim*, by an executive committee composed of five members chosen from as many institutions. While the law does not require it, yet this committee is composed of members of the faculties of the institutions represented on it, and never has less than a majority consisted of professors. None of its decisions has ever been set aside or reversed by the association, to which it reports annually. Year by year its work will become easier and its influence, already great, will become greater. The good it has done is incalculable, and although the work has brought unpleasant returns to the members of the committee personally, yet the true reward is in the realization of the fact that the influence of this work upon the morals of our college men is next in importance to that of the church and the Y. M. C. A.

A complaint made by a few against the athletic supervision of such a committee is that it assumes authority over matters which each institution should settle for itself. It is true that each institution *should* do so, and no doubt most of them *would* if they *could*; but experience shows that the faculty cannot learn all of the facts concerning the athletic pedigrees of its students as readily as those on the outside. Parents know less about the moral obliquities of their boy than do their neighbors. Reliable information will come to an outside committee which will never reach an officer of the university, and the efforts of any coterie of students or alumni to deceive their faculty will usually reach the committee. Any faculty should be glad to go into an association with such a tribunal to try cases of eligibility, and if it will test its efficacy fairly, they will soon appreciate its value, for the responsibility is thrown on disinterested persons and the faculty are relieved of the odium of a decision adverse to the personal desires of the mass of the students. The object is honesty, and if it is best

attained by a particular method, why object, so long as it is honorable? This method, coupled with strict faculty supervision, is as near perfect as any which can be devised. Every faculty committee soon realizes the efficiency of an outside body in gaining information; for, in spite of the vigilance of the faculty, its members are frequently surprised to find, where least expected, reliable evidence of corruption in the hands of the executive committee of the association.

This association was not organized to institute or foster that "will o' the wisp;" that promoter and harbinger of professionalism and corruption, commonly known as "championship." It was organized to promote sportsmanship, honor and morals. It was organized to develop men; brave, strong, courteous, honorable men, who can maintain all the attributes of gentlemen in the heat of contest. The laws of the association are framed with this end in view, and this only. The association encourages and heartily desires the co-operation of faculty athletic committees, realizing that the fullest measure of success cannot be attained without it. Such committees should be composed of temperate and well-balanced men, who can calmly discuss a question without warped judgment.

Occasionally persons connected with institutions outside the jurisdiction of the organization have sneeringly referred to the work of the association and cited cases of athletic impurity within its bounds or made reckless charges without foundation of fact. The scoffers have not stated that the irregularities were corrected—an impossibility in their institutions. They do not seem to realize that it is no disgrace to an institution when irregularities are discovered in the eligibility of one of its athletes, but that it is a disgrace if such a man is not removed from a team, or if no effort is made to discover such men.

The basic principle of college sport is amateurism. There are some men who hold that so long as a man is a *bona fide* student he should be allowed to play on a college team, but happily this class of men is gradually disappearing. The necessity for excluding professionalism in all phases and degrees is not worthy of discussion, since it is apparent to all right-thinking people that the matriculation requirement alone would result in teams made up of hirelings who might win games, but the real object of college sport—the development of youth—would be entirely eliminated. Experience, however, has shown that better teams can be made of *bona fide* college students who have their full quota of class work, than of hirelings and drones. Such men lack the college spirit, earnestness of purpose, and enthusi-

asm which are necessary for the highest attainment. A definite time within which to matriculate and a minimum amount of college work are necessary requirements to prevent a man from attending college for the main purpose of taking part in athletic games, which is demoralizing from every view-point. The laws of the association bearing on these points should be reinforced by rigid faculty rules, requiring full work and a good standard of scholarship. A limit to the total number of years a man may play on a college team, both as a graduate and an undergraduate student, is essential to healthy sport and healthy scholarship.

The law which has aroused the most objection, and the value of which is least understood on the part of the superficial student of the athletic question, is what is called the "one-year rule," which provides that a student who has taken part in intercollegiate sport at one institution cannot participate on a team of another institution until he has been a student there for one year. All experts agree that without this law no college can hope to have pure sport. Unless this law obtains, successful players, all over the country, are a temptation to alumni and students who are more ambitious for a winning team than they are for a record of honor and honesty, and such players are constantly tempted to accept bribes.

The following excerpt from the public prints commenting on the personnel of the team of a well-known southern university, not a member of the association, speaks for itself and illustrates this point:

While this is the first year of most of the eleven at the University of ———, they are the veterans of many battles, *nine* of the team having played at other colleges and universities last season.

Upon inquiry it was learned that three of them were ex-captains of college teams, one was an ex-coach, and one a professional athlete and gymnastic performer from New England. What honor does such an aggregation reflect upon the institution whose name it bears? Such a team pretending to be composed of sportsmen would be hooted off an English athletic field, and the institution permitting its name to be associated with such an organization would be roundly censured by every newspaper and journal in the United Kingdom, where the code of ethics of sportsmanship is on such a high plane that no gentleman nor institution would dare violate it. Some time ago, an ardent supporter of pure college sport wrote that his colleagues felt sure that they could keep the sport clean without the one-year law. He was thereupon presented with indisputable evidence

that the students and alumni of his institution were offering board, tuition and incidental expenses to well-known players of other colleges, to induce them to matriculate there, and that one of his most prominent athletes was conducting the negotiations personally.

It is even unsafe to leave the control of athletics in the hands of an instructor or professor of physical culture, since his interest in his work is liable to cause him to magnify it beyond its proper sphere. This is well illustrated by the following letter from such an officer of a leading northern university. It was written to a former student of the institution :

*My dear——:*

Can you not send me the names of some young men who would make worthy representatives of the university upon the ball diamond, the football field, or in track and field sports, to whom I could have circulars sent and to whom you could possibly say a few words in favor of the U.

You know that —— Medical College and our new law school are now in operation upon the campus.

Frequently even when a young man has decided to go to a particular college or university, if the advantages of —— can be set before him, he will conclude that the opportunities offered him will be such that he will see that his future interests will be better served by graduating from here than elsewhere.

If you will send me a few lines about such young men of promise as you know, even if they are not now ready to enter, telling me about their abilities and successes in athletics, their advancement in their studies, and *their circumstances*, I shall be very much obliged to you.

Wishing you success in your undertakings and hoping you can be of some assistance to us in this matter, I remain, etc.

This is a very shrewd letter which, if it does not mean more than it says, can easily be made to say more than the writer means. No institution should permit such a letter to be sent, and any man who shows so much enterprise in collecting athletes should not be permitted to have supervision over them.

The institution from which this letter emanates claims to stand for pure sport, and it is a member of an intercollegiate athletic association organized to promote such sport, but the interpretation of the rules rests with each individual faculty. The faculty athletic committee of the institution probably knows nothing of this communication, and probably never will, but an outside committee would not be long ignorant of it. Some of the other institutions in the association are possibly familiar with its contents already, but hesitate to men-

tion the subject to those who above all others should know of it, for fear of giving offense. Thus the honor of the university body is discounted by sister institutions.

It is not sufficient for an institution to belong to an association and to subscribe to the laws. There must be some active and vigilant person or committee to see that the laws are thoroughly understood and carefully observed. It is not sufficient to call together the candidates for a team and to read them the laws, expecting all ineligibles to step aside when the question is asked: "Does the record of any man conflict with these laws?" All do not grasp the full meaning of the law, and each is inclined to interpret it to suit his case. Some have mental reservations; some think that silence is noncommittal; and some young men seem to think that to act or to tell a lie is not nearly so reprehensible as to write or to swear to one. Here is an excellent opportunity to teach morals practically. The supervisor of athletics in a college should require each candidate to answer in writing, on a blank prepared for the purpose, all questions which have any bearing on his eligibility. These questions should be specific and clear, so that misunderstanding is impossible. In case a man is challenged, or any question as to his eligibility raised, he should be required to make affidavit. These requirements impose no hardship; neither do they reflect upon the honor of an honest man, although they are somewhat annoying to the cheat. No honest man objects to making oath to his statement, especially when the law requires it of all, under similar circumstances.

What has been said of colleges and universities applies with equal force to schools where young boys get much of the moral platform upon which they stand throughout life. Every school should have definite principles upon which its athletics are rigidly conducted, and these principles should be based strictly on pure amateur sportsmanship. They should mutually agree upon definite laws for uniform government, either by the organization of an association of their own, or by adopting the laws of some intercollegiate association concerning eligibility, as their guide.

The practice of playing teachers on school teams is unwholesome, not only from the standpoint of sportsmanship, but also from a physical point of view. Grown men have no business in athletic games with young boys, on account of the increased liability of injuries to the latter from the necessarily rough contact with players of physical maturity. It is unwise, for the same reason, to permit school teams to

enter into contests with colleges and universities. For the development of the best school teams, for the encouragement of outdoor exercise among the boys, and for the promulgation of the proper idea of sportsmanship, school teams should be made up exclusively of pupils and games should be played only with institutions of their own grade.

The idea that boys have increased respect for a teacher who plays on a team with them is a mistaken one. The pupils will have greater respect for a man who sympathizes with them in their sport, who encourages and directs them in their play, and who guides them kindly in the ethics of games. Furthermore, the principal who permits his teachers to play on teams of the school is always placed in the attitude of defending himself against the charge of engaging teachers for their athletic services rather than for their scholarship. And then, finally, the practice savors strongly of professionalism, or that demoralizing craze to win at all hazards, which is closely akin to it.

It is hoped that our faculties will awaken to the urgent necessity for closer supervision over athletics, for the sake of a cause which is worthy of any man's time and energy. Every delegate to the Association of Colleges and Preparatory Schools should give this great question serious thought, and earnestly co-operate in making athletic sport a useful instrument for molding the characters of our young men, so that they may better endure all of the world's tests for honorable manhood. In order that you may be brought into closer touch with this work, it is proposed to have the annual meeting of the Southern Intercollegiate Athletic Association coincident with yours, in the future.